DOCUMENT RESUME

ED 388 814 CE 070 209

TITLE	Balancing Work and Family. Learning Guide 5. Project Connect. Linking Self-Family-Work.
INSTITUTION	Emily Hall Tremaine Foundation, Inc., Hartford, CT.; Southern Illinois Univ., Carbondale.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	94
CONTRACT	WOC0945
NOTE	65p.; For related guides, see CE 070 204-235.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Behavioral Objectives; Competency Based Education; Educational Resources; Employer Attitudes; Employer Employee Relationship; Family Environment; *Family Work Relationship; Homemaking Skills; Learning Activities; Out of School Youth; *Parent Child Relationship; Parenting Skills; Parent Role; *Quality of Life; State Curriculum Guides; Teaching Guides; *Time Management; Work Attitudes
IDENTIFIERS	Illinois.

ABSTRACT

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains five competency units that provide information on balancing work and family lives. The competency units cover the following topics: (1) trends that influence work and family lifestyle choices; (2) work and family responsibilities; (3) ways in which work and family affect each other; (4) analyzing personal situations to determine areas of needed improvement; and (5) planning management strategies to increase work satisfaction and family satisfaction. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirty-three supplements include information and activity sheets on the following: balancing work and family; family and work attitudes; employer benefits; role expectations; family tasks and who performs them; roles throughout the life cycle; work and family influences on each other; stress, six ways to overcome the Superwoman myth; healthy lifestyles; employability traits; analyzing work-family balance priorities; stress relief; spillover; case studies of various life situations; life events; survival tips for balancing home, family, and work; short-term and long-term goals; financial stress and budgeting; and scheduling and household planning. A bibliography lists 40 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

ED 388 814

5

Balancing Work and Family

CE070203

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PROJECT CONNECT COORDINATORS COMMITTEE

Project Director:
Mary Beth Stine

Contract Administrator:
Susan P. Burge

Coordinators:
Phyllis Bubnas
Brenda Ferguson
Bessie Hackett
Mary Lou Hubbard
Mary Jo Oldham
Carol McGee
Vicky Turl
John S. Washburn
Brenda Yates

This Learning Guide was developed for the PROJECT CONNECT program under contract from Flora Community School District, Mary Beth Stine, Director. The CONNECT program is funded 100% by the Illinois State Board of Education through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Learning Guides were written and field tested at Southern Illinois University, Carbondale, Illinois 62901 under the direction of Phyllis Bubnas and John S. Washburn.

Researchers were Beth Anderton, Deborah Lustman, and Judy Martin-Lighty. The word processor for this project was Marilyn R. Juhlin.

© 1994, Illinois State Board of Education.

TABLE OF CONTENTS

General Guidelines/Checklist for Users 2

Introduction 4

Competency One 5
Identify trends that influence work and family lifestyle choices.

Competency Two 8
Define work and family obligations (responsibilities).

Competency Three 11
Describe ways work and family affect each other.

Competency Four 13
Analyze personal situation to determine areas of needed improvement.

Competency Five 15
Plan management strategies to increase work satisfaction and family satisfaction.

Supplements 18

Bibliography 56

General Guidelines/Checklist for Users

The terms "facilitator" and "learner" are used throughout to describe the instructor and participants.

STRATEGIES (for facilitators) and ACTIVITIES (for learners) as stated in the guide, are not always parallel as to numbering system.

Facilitators need to find out where learners are with each of the competencies. For example, if working with a group who have had varied experiences working and managing families, the facilitator may choose not to do all the competencies. If working with a JTPA client, for example, it might be necessary to cover all competencies.

Key to Symbols - The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to learner abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Before addressing any of the competencies, the facilitator should check in advance to see what materials or preparations are needed for the competency as numbered.

Competency #1 - Identify trends that influence work and family lifestyle choices.

_____Duplicate Supplement 1, "Survey on Balancing Work and Family," as needed.

_____Duplicate Supplement 2, "Topic Tumblers."

_____Duplicate Supplement 3, "What Do You Think?"

_____The facilitator should prepare Supplement 4, "Trends," as a transparency.

_____The facilitator may choose to invite an employer in to discuss trends of employers to provide support services and benefits.

_____The facilitator may clip news articles related to trends or statistics regarding work and family and use with Supplement 4 and Activity 5.

_____Duplicate Supplement 5, "Employer Supports and Benefits Survey," if to be used for Activity 7.

Competency #2 - Define work and family obligations (responsibilities).

_____Duplicate Supplement 6, "Home and Work Role Expectations," if to be used.

_____Duplicate Supplement 7, "Tasks and Who Performs Them," if to be used.

_____Duplicate Supplement 8, "My Roles Throughout the Life Cycle." The facilitator might generate a varied list of roles for input into discussion.

_____The facilitator might collect pictures from magazines and print media to use for a collage illustrating stereotyping of male and female roles.

_____Be prepared to give examples of TV shows and commercials that may send messages as to sex-role activities and responsibilities for Activity 6.

_____Activity 7 calls for pictures depicting various roles. The facilitator may be prepared in case learners are not.

_____For Activity 8, collect articles from newspapers regarding nontraditional roles notable men and women are doing.

_____Activity 11 might require paper or a chalkboard to list examples of work responsibilities and family responsibilities.

Competency #3 - Describe ways work and family affect each other.

_____Duplicate Supplement 9, "Work and Family Inventory," as needed.

_____The facilitator will need two containers for Activity 3 with slips of paper for listing demands and influences.

_____Duplicate Supplement 10, "Ways Work and Family Affect Each Other."

_____Duplicate Supplement 11, "Work and Family Game," if used.

_____Duplicate Supplement 12, "Individual Stress Producers," as needed.

_____Prepare transparency for Supplement 13, "Six Ways To Overcome the Superwoman Myth," if needed.

Competency #4 - Analyze personal situation to determine areas of needed improvement.

_____Duplicate Supplement 14, "Lifestyle Check-Up," and Supplement 15, "My Employability Quotient," if to be used.

_____The facilitator might prepare an overhead for Supplement 16, "Analyzing My Work-Family Balance," and also duplicate for learners. The facilitator could use examples as follow:

ME - sports nut
gardener
writer
book lover

WE - mother
son/daughter
wife
housekeeper

THEY- employee
manager
church member
club treasurer

_____Duplicate Supplement 17, "Analyzing Priorities."

_____Duplicate Supplement 18, "Getting a Handle on Stress and Distress."

_____The facilitator should decide if to invite an employer or panel in to discuss job expectations and demand and effects on family and vice versa.

_____Duplicate Supplement 19, "Improving My Situation," if to be used for Activity 6.

Competency #5 - Plan management strategies to increase work satisfaction and family satisfaction.

_____Duplicate Supplement 20, "Spillover," as needed.

_____Duplicate Supplement 21, "Work Demands Crossword Puzzle," as needed.

_____Duplicate Supplements 22 and 23, "Case Studies."

_____Duplicate Supplement 24, "Life Events."

_____Duplicate Supplement 25, "Some Survival Tips on Balancing Home, Family, and Work."

_____Duplicate Supplement 26, "Tips To Relieve or Reduce Stress."

_____Duplicate Supplement 27, "Techniques for Reducing Stress at the Workplace."

_____Duplicate Supplement 28, "My Personal Plan," as needed.

_____Determine if any of Supplements 29 through 33 are appropriate for learners to select and work on individually.

Introduction

Work and family life in America is changing rapidly. No longer are work and family two separate areas of life. One seemingly always has an effect on the other one's time, duties, benefits, and responsibilities. The competing demands of work and family can be stressful and damaging for both sexes.

In order for people to be prepared for the future, it is important to be aware of some of the ways our society is changing related to work and family life and the resulting complexities in balancing work and family.

One of the most significant factors affecting families in our society today is the number of women entering the workforce. Families need the income from women's earnings. The economy needs the labor of women workers. Women will continue to have high-level participation in the workforce. Projections are that by the mid '90s, half of the work force will be female (Shreve, 1987).

The dramatic increase of women in the labor force has resulted in the need to find a more satisfactory balance between work and family responsibilities. This balancing act has been particularly difficult for women because, in general, their family roles have changed very little; women who work outside the home still assume the major proportion of home and family responsibilities (Couch, 1989). Since both men and women will continue to work outside the home, both must be involved in work and home responsibilities (Burge, 1989).

Balancing work and family means using time and energy to the best advantage so that you can be the best for yourself, your family, and your work. Balancing work and family can enable one to enjoy time at home and enrich family life, be more productive and increase job satisfaction, and to improve mental health and one's outlook on life.

Although the composition of the labor force and family structures have changed rapidly, attitudes and institutions have been slower to evolve. Many workplace rules and practices remain based on a male, single-earner workforce. Many families still act under role sharing assumptions based on the presence of full-time homemakers. The conflict between these assumptions and reality necessitates finding better ways to balance home and career. The elimination of gender-biased roles in the workplace and the home can benefit individuals and society. Gender equity cannot be achieved until society recognizes the importance of work and family roles for both men and women.

Researchers have found that satisfaction with home life has a positive effect on job satisfaction and job satisfaction has a positive effect on home satisfaction (Burge, 1989).

COMPETENCY ONE

Identify Trends That Influence Work and Family Lifestyle Choices.

Learner Outcomes

- Recognize the need for balancing work and family.
- Become aware of one's attitudes and values toward work and family issues.
- Examine current trends related to work life and family life.
- Determine the effects trends may have on family lifestyles and choices.

Definitions

lifestyle - a way of life for an individual, group, or culture; a way of life that reflects the attitudes and values of a person

Examples: single person, married person with no children, communal living, dual-earner marriage, traditional marriage, and so on

trend - a general course or direction

Key Ideas

Work and family is not a female issue. Work and family concerns affect both sexes. Both males and females have a tough time balancing demands of home with those of a job.

Lifestyles today generally include work and family roles/responsibilities.

Changes in the family and in the workforce have an impact on lifestyle.

Family Trends:

- Fewer conform to the traditional model where father is breadwinner.
- Families today are more diverse and less stable.
- Family resources are being reduced.
- More people are living in nontraditional families.
- The average size of the family has decreased.
- There are more elderly and more single parents; poverty is likely to increase, straining resources.
- More women are working.
- The need for elder care will increase.

Lifestyle Trends:

- A large portion of solo parent families are headed by women; these families tend to be poor.
- As women make up most of the new entrants into the workforce, half of the mothers with children under six will work and most children will see both parents off to work each day (if they live with both parents).
- With the growing workforce participation of women with young children, a growing number of parents are turning to organized child care to enable them to work.

Work Trends:

- Employers are experiencing some of the implications of change in family diversity.
- Family demands are impacting employers as related to elder and child care and flexible work hours.
- Women may also see realistic policies for leaves and day care and more flexible scheduling as well as benefits of equal pay and financial welfare.

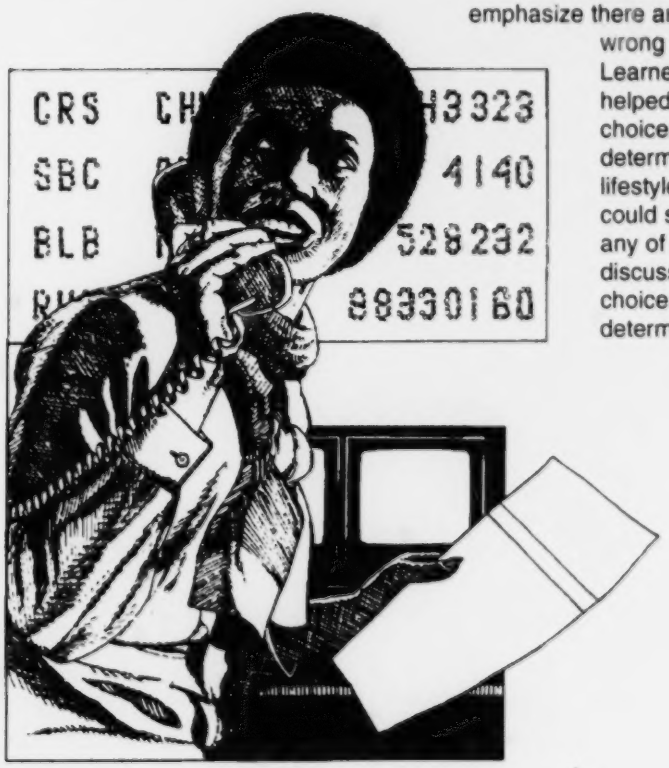
Strategies/Methods

1. The facilitator can introduce this competency by having learners complete the "Survey—Balancing Work and Family" (Supplement 1). This can help the facilitator determine or assess specific interest in topics. This information can also be useful for individual discussion with learners when analyzing personal situations (Competency 4) and planning strategies (Competency 5).

2. The facilitator can introduce the topic of working parents by using "Topic Tumblers" (Supplement 2). Divide into groups and inform learners they are to arrive at a consensus. Discuss how these topics affect work and family concerns.

3. The facilitator might clarify with learners the meaning of the term "lifestyle" and give appropriate examples. Emphasize that changes in workforce and family affect lifestyle. The facilitator might point out that the structure of the family is shifting, with one parent households the fastest growing structure. (Reasons include divorce rates and delayed ages for marriage). The facilitator might ask learners how new family structures are causing challenges to families in balancing responsibilities as workers and as parents. Examples of challenges include time management, shared responsibilities, prioritizing, and stress.

4. Supplement 3, "What Do You Think?," can be used as an exercise to assess learners' current attitudes and values related to work and family issues. The facilitator needs to emphasize there are no right or wrong answers. Learners should be helped to see that choices help determine the lifestyle a person could seek. Select any of the items and discuss how that choice may determine lifestyle.



5. The facilitator might use Supplement 4, "Trends," as a transparency to discuss impacts of those trends. (See Activity 5.) Some questions to ask are as follow:

   - What effect will women's employment have on the future?
   - What would be advantages or disadvantages of working at home?

6. Because the increase of women working is such a major trend, the facilitator might discuss how this affects families. Sample answers are fewer children; greater affluence; increased self-care by children; sharing household responsibilities; and the role of grandparents.

7. The facilitator might ask learners what effect trends (listed in "Key Ideas" or from Supplement 4) could have on the following:

   - one's career choice
   - economic status
   - child care expenses/options
   - responsibilities or scheduling of activities (single vs. two parent household)
   - time as relates to self, spouse, family, leisure, tasks.

8. Recognizing that employers are becoming aware of the strains on working families, the facilitator could discuss increasing trends of some employers to provide support services and benefits to

employees such as parental leave, sick leave, retirement, and day care. If appropriate for the group, Supplement 5 "Employer Supports and Benefits Survey" could be used to gather information. Discuss the effect these benefits may have on family lifestyles and choices.

An alternate activity would be to have an employer come in as a guest speaker to discuss supports and benefits available.

Suggested Activities

1. Have learners complete the "Survey—Balancing Work and Family" (Supplement 1).

2. Working in groups, have learners react to and arrive at a consensus for "Topic Tumblers" (Supplement 2). Share results and discuss points of concern.

3. Have learners complete Supplement 3, "What Do You Think?" Learners could discuss the pros and cons of each issue, how one may have come to that selection, or what effect the choice could have on future lifestyles.

4. Have learners select current or recent TV shows such as "The Cosby Show," "Kate and Allie," "Family Ties," "Growing Pains," "Who's the Boss?," and "Grace Under Fire." Have learners identify the cast of characters, family type, where they live, and where they work. Then reflect on reruns of past shows such as the "Dick Van Dyke Show," "Leave it to Beaver," or "The Waltons." Discuss how shows have changed to reflect changes in values and structures in the family today.

5. Have learners bring in trends or statistics regarding work and family found in print or media. Discuss why trends are occurring and how these may affect the learner's future. Have learners react to and/or add to those in Supplement 4.

6. Using any three lifestyles (e.g., single person, single parent, dual career couple with no children), have learners discuss in groups what decisions would be involved in choosing that lifestyle. (For example: a single person might choose to spend time on an education vs. family.)

7. Have learners volunteer to check several employers or businesses to determine types of benefits provided to employees. Compile a list of benefits and discuss the effect these could have on work, family life, and lifestyle choices. For example, having flexible hours or child care occupations can alleviate conflict related to family roles or stress related to financial concerns. Supplement 5 may be used as a checklist of benefits.

Define Work and Family Obligations (Responsibilities).

Learner Outcomes

- Determine factors that influence or contribute to work and family responsibilities.
- Describe work and family responsibilities individuals may assume at various times in the life cycle.
- Develop awareness of one's personal work and family responsibilities.

Definitions

life cycle	- stages of development in careers and/or families
role	- a set of behaviors which are encouraged and expected of an individual at a given time
work	- can be home, job, volunteer, paid, and non-paid
dual role or multiple role	- when partners or singles have significant commitment (full or part-time) to a role outside the home (with or without compensation)
stereotype	- a fixed set of opinions about the role and traits of a person or group of people
responsibility	- being trusted or held accountable for one's actions

Key Ideas

Even though people are away from home because of work, they are also full-time parent(s) or family member(s). People are fulfilling more than one role at a time. People have responsibilities to work and to personal/family life throughout the life cycles (couples with no children, beginning family, expanding family, launching family, empty nest, families with aging members).

The relative balance of work/family responsibilities varies with different stages of the life cycle.

How people view home and work responsibilities has been influenced from role models, mass media, and individual preferences.

Two factors influence how people assume responsibilities in roles:

1. The demands, expectations, responsibilities, and pressures that *other people* impose on one in any given role.
2. One's perceptions of what ought to be done to fulfill that role.

These two factors together influence our *behavior.*

The type of family structure (single parent, two parent, children, extended families) affect the type and amount of responsibilities one may assume.

Strategies/Methods

1. The facilitator might discuss some of the responsibilities persons may assume in home, child care, work, and career roles. Stress that regardless of the role one assumes, one is still a parent, or spouse, or family member. Have learners do Activity 1, "Who Am I?"

2. The facilitator may need to help learners understand that choices made have or will influence lifestyles. For example, some work/career goals are supportive of parenting and others are not. Recognition should be made that the parent with preschool and school-age children will be most affected by work. For example, a mother might decide to stay home from work with a sick child.

3. The facilitator could ask the question, "Where do we receive our messages about our roles?" (See "Key Ideas.")

4. The facilitator may choose to have learners complete the inventory in Supplement 6 to examine their attitudes and personal role expectations. After completing the inventory, discuss questions listed. Have learners select any of the expectations. Discuss factors which may have influenced those expectations.

5. The facilitator might ask learners to tell what effect career choices, marital status, income, and time would have on work and family responsibilities. For example, a person's employment status and the relationship it might have on involvement of spouse and children in household tasks.

6. The facilitator will need to determine if there should be focus on the *positive* aspects of work, the needs of men and women that work can fulfill—social contacts, intellectual stimulation, self-concept enhancement, security of various types, recognition, and new knowledge.

7. The facilitator might have learners list particular difficulties women face in the workforce (i.e., availability of child care or parental leave). Discuss how these relate to balancing home and family responsibilities.

8. The facilitator should stress the need for men to be involved in home responsibilities. Men are struggling but increasingly are sharing family responsibilities. Ask learners to discuss advantages and significance of men sharing or assuming more home responsibilities. Include examples of how both sexes are currently assuming nontraditional responsibilities at work and home.

9. After defining life cycles, the facilitator might ask learners how work and family responsibilities differ at various times in the life cycle. (See Activity 10 for use of Supplement 8.) Discuss how roles vary in the life cycle and affect responsibilities. (For example, those with young children may have greater family related responsibilities.) Ask questions such as What stage would be most different? Why is it important to understand the changes that take place throughout the family life cycle?

Suggested Activities

1. Have learners identify and list roles they are currently playing. This can be done by a "round robin" response answering the question WHO AM I?

2. Discuss "men's work" (bring home the bacon) and "women's work" (cook it). Discuss how sex-role stereotyping or ideas about male-female responsibilities develop.

3. Collect and display pictures from magazines and print media that illustrate the stereotyping of male and female roles.

4. Have learners brainstorm where one receives messages as to work and family roles and responsibilities. Answers could include family sources, toys, and activities. Children's storybooks might be examined. Discuss stereotyping of occupations.

5. Have learners complete Supplement 6, "Attitude Inventory." Discuss questions.

6. Have learners report on TV shows and commercials that may send messages as to sex-role activities and responsibilities. (For example, the TV program "Home Improvement.")

7. Have learners collect or provide magazine pictures to depict various roles (include a variety of ages). Examples could include spouse, parent, child, family member, employee, employer, friend, citizen, or volunteer. Have learners determine which roles are typically associated with work and which with family.

8. Have learners bring in pictures or articles that show what notable men and women are doing in nontraditional roles with work and family.

9. Have learners individually or in groups complete Supplement 7, "Tasks and Who Performs Them." Analyze the areas of responsibility and determine who is performing tasks. Discuss possible ways to share or balance if the responsibilities seem to be uneven.

10. Have learners use Supplement 8, "My Roles Throughout the Life Cycle," to list roles and/or responsibilities at various ages of the life cycle. Examples could be worker, college student, parent, or homemaker full-time.

11. Have learners make a list showing examples of work responsibilities and examples of family responsibilities they may have. Then have learners check (✓) 3 personal responsibilities he/she assumes.

12. Have learners identify changes they have observed in their lifetime regarding home and work life responsibilities.

COMPETENCY THREE

Describe Ways Work and Family Affect Each Other.

Learner Outcomes

- Identify areas of conflict between work and family life.
- Identify factors associated with work that affect the family.
- Identify factors associated with family that affect work.

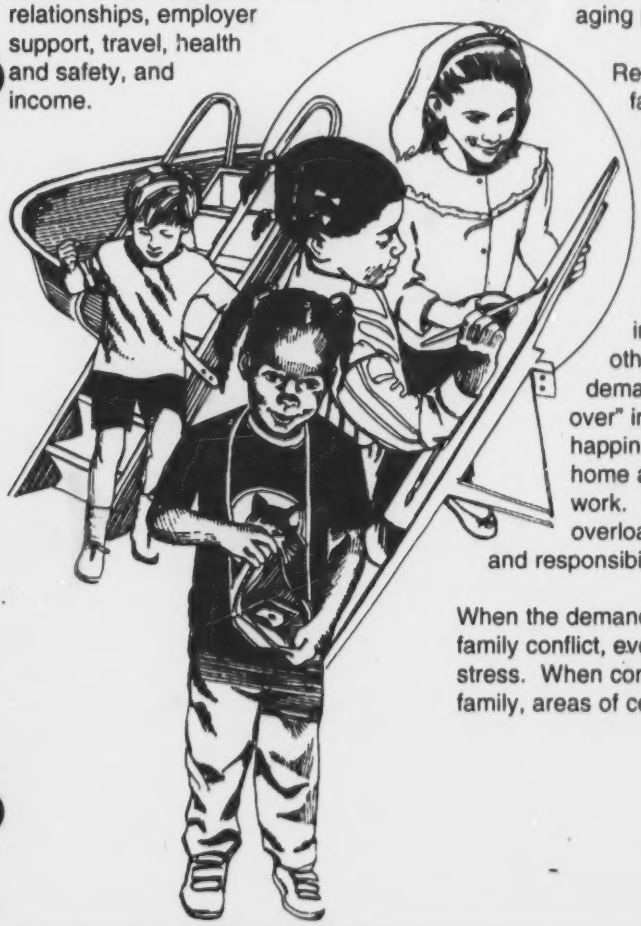
Definitions

stress	- mental or physical tension
self-esteem	- having a good opinion or satisfied feeling about one's self
Superwoman/ Supermom	- "A working mother who attempts to meet every stereotypical, idealized expectation in her roles as employee, parent, wife, and housekeeper, often ignoring her own personal needs, feelings, and health in the process" (Minnesota Curriculum Services Center, 1986)

Key Ideas

Family customs, traditions, and attitudes shape a family member's beliefs and behaviors both at home and at work (or school).

Factors associated with work that affect family include work hours, relationships, employer support, travel, health and safety, and income.



Factors associated with family that could affect work include child care, family members, health, household tasks, family relationships and support, leisure time, and care for aging parents.

Responsibilities and factors associated with work impact relationships and duties in the family and vice versa. For some, work and family may remain independent of each other but for others, demands of the job "spill over" into family life; or happiness or discontent at home affects feelings at work. Guilt, fatigue, and overload occur when roles and responsibilities are not clear.

When the demands of work and family conflict, everyone can feel stress. When combining work and family, areas of conflict are often related to time, money, and personal concerns. People may experience feelings of guilt, stress, and lowered self-esteem (due to not feeling satisfied). Parent(s) may worry about quality child care. Individuals need to make adjustments to keep their lives in balance and reduce work and family conflicts. The family is more likely to bear the brunt of work/family conflict.

Simple things in one's everyday life such as time management, goal setting, one's job, and one's family affect the way one lives. Balance can help one get the most out of life and is good for families and employers. Balance can reduce stress and make life more satisfying.

Strategies/Methods

1. Supplement 9, "Work and Family Inventory," can be used to assess learners' perceptions of important influences on balancing work and family. After learners have checked how important each factor is, the facilitator might ask for examples of how these may impact work and/or family. For example: Child care availability is a big issue today in work and family. Also, the number and ages of children could impact one's ability to move ahead in a career particularly if the demands were for time or travel. Another example would be job demands and expectations. People who expect to get ahead in their careers or jobs may have to spend less time with their families.

2. The facilitator should prepare for the "Work and Family Game," Supplement 11, by having two containers, one with demands listed on slips of paper and the other container with influences on family on slips of paper. See Activity 3 for learners' instructions.

3. Have learners summarize their areas of stress by completing Supplement 12, "Stressors." Discuss how any of the areas may cause conflicts in work and family life.

4. Depending upon learner responses or interests, the facilitator may choose to define "Supermom" and some characteristics. Ask if anyone knows a person like this. Determine why a woman might try to be "Supermom" or "Superwoman." Sample answers might include the following:

   - Because she believes she should.
   - Because she believes her family needs her to do all she is doing.
   - Because she "feels pressure" (from where?) to maintain the same standards that existed before she worked.
   - Because she feels guilty for putting her job before her family.
   - Because she thinks everyone else is doing it better.

The facilitator can guide learners in discussing ways to overcome the "Superwoman Myth" by using Supplement 13 as a transparency or handout.

Suggested Activities

1. Have learners complete the Work and Family Inventory (Supplement 9). As a group, determine which items were marked most frequently as very important. Discuss the issues involved in each statement.

2. Have learners determine if each statement in Supplement 10, "Ways Work and Family Affect Each Other," is a work factor affecting family or vice versa. Discuss how each would impact work or family.

3. Have learners play the "Work and Family Game" (Supplement 11). Two containers should be prepared—one containing slips of paper with demands written on them and the other container with slips of paper with influences written on them. The learner will draw a demand and then an influence and describe a logical way in which the work demand can affect family life positively and negatively. Influence slips are put back in the container. (Points can be given if learners play in teams.) An alternate approach would be to use Supplement 11 as a handout and discuss each demand and the way it influences family.

4. Collect illustrations or cartoons depicting how work affects family or vice versa. An example might be a happy parent with a paycheck or an exhausted parent after a day's work.

5. Have learners complete Supplement 12, "Individual Stress Producers." Each learner should determine the areas that seem to be of most concern to him/her.

6. Have learners react to the term "Supermom Myth." Discuss the implications. Discuss ways to overcome this problem. Discuss the six ways using the list from Supplement 13.

COMPETENCY FOUR

Analyze Personal Situation To Determine Areas of Needed Improvement.

Learner Outcomes

- Identify personal areas of stress related to work and family lifestyle.
- Determine personal work and family priorities.

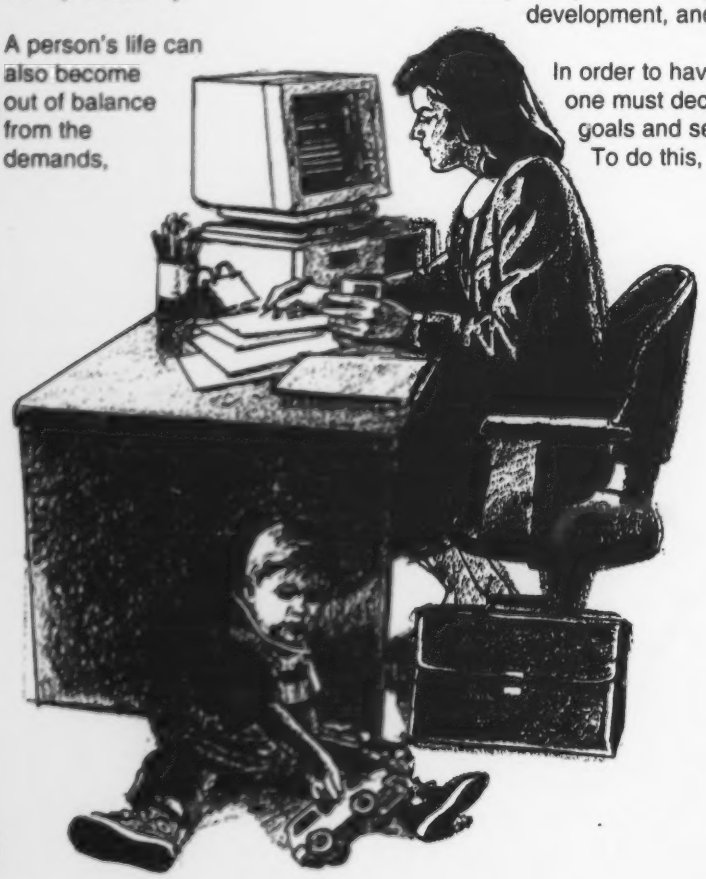
Definitions

priority	- to give first consideration; a preferred rank or rating
lifestyle	- a way of living that reflects values and attitudes of a person
stress	- strain or tension

Key Ideas

If too little attention is given to any aspect of one's life (personal needs, family responsibilities, work responsibilities), life can become "out-of-balance," which in turn can effect physical well-being, family relationships, self-esteem, and lower work productivity.

A person's life can also become out of balance from the demands, expectations, responsibilities, and pressures that others impose on him/her and by one's own perceptions of what he/she thinks they should be doing to perform their role. Most people find that there are times of imbalance related to the family life cycle or their job/career development, and so on.



In order to have balance, one must decide upon goals and set priorities. To do this, one must decide what is important for self and family and build life around that.

Analyzing and setting priorities is helpful in determining what is important in life and the amount of time to devote to any priority or activity.

Each person must learn to balance the needs and responsibilities in his/her roles as an individual (ME), as a family member (WE), and as an employee, or employer, or both (THEY). While these areas may not always be equally divided, each area needs some time and attention over time for most people.

Strategies/Methods

1. The facilitator might review with learners what is meant by "balance" and how life can get "out of balance" (refer to "Key Ideas"). Lead learners in a discussion asking for examples of the effects of "out of balance" on physical well-being, family relationships, self-esteem, and work productivity. Supplement 14, "Lifestyle Check-Up," can be used to discuss physical well-being and relationships. Emphasize that physical well-being affects stress.

2. Supplement 15, "My Employability Quotient," can be used to discuss qualities employers seek. The facilitator might ask how an "out of balance" life can affect one's employability quotient.

3. Using Supplement 16, "Analyzing My Work-Family Balance," as a transparency overhead or as a handout, have learners draw their circle as it is now. Instruct learners to draw a circle as they would like it to be. Ask learners to determine how they plan to make it more balanced. Discuss some ways or alternatives for accomplishing this. For example: getting someone else to do things; changing standards; saying "no."

4. Using Supplement 17, "Analyzing Priorities," have learners rank their priorities. Learners can analyze their priorities by answering questions at the bottom of the form. The facilitator should point out that this may be a way to determine areas one needs to improve. This exercise may be used in Competency #5 for developing strategies.

5. The facilitator might suggest that learners look at Supplement 18, "Get a Handle on Stress and Distress," to determine what they are doing or could implement. Discuss commonalities within the group (if appropriate). The facilitator may work with individual learners on the self components from Supplement 12, "Individual Stress Producers," and ways to work toward improvement.

6. Consider having an employer or panel discuss job expectations, demands, and job responsibilities and effects on a family and vice versa.

Suggested Activities

1. Have learners complete a personal assessment using Supplement 14, "Lifestyle Check-Up," and/or Supplement 15, "My Employability Quotient." Discuss any of the statements as to effect on "balance" in life.

2. Have learners complete the activity using Supplement 16, "Analyzing My Work-Family Balance." If learner feels his/her life is balanced, have him/her share how that balance is maintained. If learner feels life is out of balance, or needing change, develop a list of 3-5 ways to make it more balanced. Ways can be shared with the group.

3. Have learners analyze and rank their priorities by completing Supplement 17. Answer the questions individually, but share in group discussions if appropriate.

4. Using Supplement 18, "Getting a Handle on Stress and Distress," have learners suggest how some of these ideas might be implemented in handling stress. Have each learner identify areas that could lead to his or her improvement.

5. Have learners consider designing bumper stickers or verses as inspiration for people who are feeling overwhelmed with home and work responsibilities. For example: "This is a Self-Help Kitchen." Share and discuss as appropriate.

6. Have individual learners use Supplement 19, "Improving My Situation," as a means of identifying areas of improvement. Have learners list a possible plan for improvement.

Plan Management Strategies To Increase Work Satisfaction and Family Satisfaction.

Learner Outcomes

- Recognize that positive and negative spillover exists between work and family life.
- Recognize that management strategies can help reduce work and family conflict/stress.
- Identify some management/coping strategies.
- Devise a personal plan or strategy for a select work/family situation(s).

Definitions

spillover	- the influence or relationship of family satisfaction and work satisfaction on one another
management	- a process of using resources to achieve goals; it enables people to cope with change
resources	- available means, aid, or support
strategy	- a plan or technique for achieving some end
coping	- a process of achieving a balance in the family

Key Ideas

Variables affecting positive spillover from work to family are friendships at work, ability to work independently, and an improved self-concept. Negative spillover from work to family may be related to high levels of involvement at work and excessive work demands.

A supportive home environment including sharing household responsibilities, personal health, and health of family members are related to positive spillover from family to work.

Negative spillover from family to work is influenced by a lack of time for self and leisure. Family related events and having young children in the family affect work satisfaction.

Obligations associated with raising children, caring for elderly parents, and maintaining homes can affect job performance and family life satisfaction.

A number of strategies can be used by families when combining work and family. Some strategies include learning to say "No"; using resources in the community; establishing priorities; sharing duties (household and child care); developing financial, stress, and time management skills.

Coping or balancing strategies include ways of handling conflict and frustration; ways to encourage communication change; establishing priorities; reevaluating standards; changing expectations of one's self and others. In the work area, one may need to define values and goals (i.e., examine the value of work for the family and determine short- and long-range goals). In the family area, resources within the family, within individual members, and within the community may be utilized. Ways to cope with stress may include developing a support network of friends and family, seeking help from community agencies and professional persons, and identifying those things that can be altered and those which are beyond one's control.

Clinging to "the way things used to be" is not productive and often not supportive of family relationships, individual self-esteem, or work and family satisfaction.

Suggested ways to make time for both family and work include the following:

Prioritize - Decide what is most important, what things add value to life, and which have greatest impact on family.

Let Go - Not everything is worth doing or worth doing well. Homes need to be clean, not spotless; meals need to be nutritious, not gourmet; people's lives need to be rewarding, not exhausting.

Practice new ways of juggling. Use shortcuts. Do less but do it well. Decide what is essential for oneself and family.

Reward oneself by taking time to play and not feeling guilty that everything wasn't accomplished that one thought needed to be done.

Both financial management and time management strategies require skills in setting goals, analyzing what is currently happening, developing a plan, and evaluating the plan.

Personal management strategies such as health maintenance and planning leisure time can be used to reduce stress at work and at home.

Strategies/Methods

1. The facilitator can help learners recognize differences between positive and negative "spillover" using examples listed in "Key Ideas." Have learners complete Supplement 20 and suggest ways to deal with negative aspects.

2. The facilitator may need to define vocabulary words with learners before completing the crossword puzzle in Supplement 21. Discuss the effect these job demands can have on spillover, conflict, and/or stress.

3. Several management and coping strategies are identified under "Key Ideas." The facilitator can emphasize those that seem appropriate to the group. Ask for examples of each.

4. The facilitator might lead a discussion on the strategy of learning to say "No," by asking for examples. Refer to learner Activity 5.

5. The facilitator should stress that all types of demands and life events can disrupt families and cause stress. The facilitator might ask learners to identify those most or least stressful. These might be grouped according to marital status and sex. The facilitator should emphasize that much of the stress that people deal with in balancing work and family is not preventable. Stress also is not all bad. It is how people deal with stress that makes the difference.

6. The facilitator might discuss ways to cope or reduce stress using "Tips to Relieve Stress" in Supplement 26.

7. Discuss with learners the various coping/balancing strategies identified in "Key Ideas."

   Identify where one might go to seek help. Examples could be as follow:

   - friend or family member
   - physician
   - member of clergy
   - a support group
   - community or wellness center

8. Supplement 27, "Techniques for Reducing Stress at the Workplace," can be reviewed and discussed as deemed appropriate by the facilitator and as meets the needs of learners.

9. The facilitator can work individually with learners to select a work or family situation and devise a personal plan or strategy for addressing the situation. Supplement 28, "My Personal Plan," can be used as a planning document if the facilitator deems appropriate. Possible suggestions for strategies are Goal Setting, Money Management, Time Management, and Household Efficiency. Other possibilities include reviewing previous supplements such as Lifestyle, Employability, Tasks/Roles, and Priorities and then developing strategies for these.

10. Supplements 29 through 33 are also provided for ideas for Goal Setting, Money Management, and Household Efficiency.

    Note: A number of activities related to Time Management will be found in Learning Guide 9, Managing Home and Work Responsibilities.

Suggested Activities

1. Have learners complete Supplement 20, listing negative and positive spillover. Discuss and share results.

2. Have learners complete the "Work Demands Crossword Puzzle" in Supplement 21.

3. Have learners react to the case studies in Supplements 22 and 23 and select a strategy.

4. In groups, have learners list tasks frequently done at home. Compare level of standards for these tasks. Which may need to be raised? Lowered?

5. Have learners divide into buzz groups and discuss reasons people have trouble saying "No." Discuss how saying "No" can free a person to say "Yes" to oneself or family. Learners might respond to "I should have responded with a 'No' to ____ and a 'Yes' when ____."

6. Have learners complete Supplement 24, "Life Events."

7. Have learners divide into groups and examine "Some Survival Tips on Balancing Home, Family, and Work" in Supplement 25. Discuss ideas for controlling thoughts, tasks, roles, and sense of well-being. Give examples of workable strategies.

8. Have learners identify a list of time-waster activities either at home or work. Discuss possible solutions. For example: telephone interruptions, unrealistic time estimates, the inability to say "No."

9. Have learners discuss meaning of terms like "Time flies," "Time drags," "Spending time," "Living on borrowed time."

10. Have learners devise a plan or strategy for managing some particular situation of their choice. Supplement 28, "My Personal Plan," can be used. Suggestions from previous activities or supplements might be reviewed such as Lifestyle Checkup, Employability, Tasks and Roles, and Analyzing Priorities. Supplements 29 through 33 are also provided for ideas related to Goal Setting, Money Management, and Household Efficiency.

SUPPLEMENT 1

Survey on Balancing Work and Family

		Usually	Sometimes	Never
1.	I experience stress symptoms such as headaches, sweaty palms, nail biting, dry mouth, changes in my appetite, and so on, due to my job/career.	____	____	____
2.	Money/finances cause me to experience stress.	____	____	____
3.	I take my problems home from work to my family.	____	____	____
4.	I allow my family to interfere with my work.	____	____	____
5.	I eagerly accept extra work and travel assignments without checking with my family first.	____	____	____
6.	I don't have enough time to do the things I want and need to do.	____	____	____
7.	The schedules of my family are chaotic and often cause problems.	____	____	____
8.	My house is messy and disorganized.	____	____	____
9.	The cost and time involved with taking care of my children and/or elderly parents causes me stress.	____	____	____
10.	I have trouble setting and reaching goals.	____	____	____
11.	My values and those of my family conflict.	____	____	____
12.	I feel like I am working at a "dead-end" job.	____	____	____
13.	I am happy with my job/career.	____	____	____
14.	I am happy with the jobs/careers of my family.	____	____	____
15.	I feel like the balance between my work and family is good.	____	____	____

Developed by Chris O'Dell, student, Southern Illinois University, Carbondale, Illinois.

21

SUPPLEMENT 2

Topic Tumblers

Working Parents

Rank according to importance through consensus.

3 = Strongly Agree 2 = Agree 1 = Disagree 0 = Doesn't Apply

A. _____ Working fathers are just as likely to have family/work conflicts as working mothers.

B. _____ A man's primary responsibility to his family is to be the breadwinner.

C. _____ The partner who earns the most has the right to be the most tired at the end of the day.

D. _____ When a wife/mother joins the workforce, she is the only family member that has to shift or change roles.

E. _____ When a child is sick, the mother should take off from work.

F. _____ Children benefit from living in a two career family.

SUPPLEMENT 3

What Do You Think?

DIRECTIONS: Examine your attitudes and values toward work and family issues in your lifestyle. Complete this exercise by placing a check in the appropriate blank for each statement.

		Always Agree	Sometimes Agree	Never Agree	Not Sure
1.	Everyone should have a career outside the home.	____	____	____	____
2.	Work is the most important part of life.	____	____	____	____
3.	Men's careers are more important than women's careers.	____	____	____	____
4.	A woman should give up her career when her child is born.	____	____	____	____
5.	All couples should have children.	____	____	____	____
6.	Fathers should contribute as much to parenting as mothers.	____	____	____	____
7.	Husband and wife should share household chores if both are employed.	____	____	____	____
8.	Mothers and fathers should take turns staying home with a sick child.	____	____	____	____
9.	Women with careers that involve travel should not have children.	____	____	____	____
10.	School-age children should help with family household responsibilities.	____	____	____	____
11.	Elementary school children should not be left at home alone after school.	____	____	____	____
12.	Fathers can take care of infants as well as mothers.	____	____	____	____
13.	Career promotions should be more important than family planning.	____	____	____	____
14.	Men and women have different and separate roles in the home.	____	____	____	____
15.	Men and women have different and separate roles in the workplace.	____	____	____	____
16.	It is OK for a husband to stay home with childfen while the wife is employed.	____	____	____	____
17.	A homemaker's job is not very important.	____	____	____	____
18.	Companies should offer benefits that help parents balance work and family roles.	____	____	____	____
19.	It is more important to be right than to get along with others.	____	____	____	____
20.	One should only do good work if they will get noticed.	____	____	____	____

Source: Iowa Department of Education. (1988). *Balancing work and family* (pp. 55, 57). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

Trends

Increased involvement in the number of women and mothers of young children in the labor market.

Families are getting smaller.

Growth of nontraditional families:
single parents, grandparents, or other relatives raising children of someone else.

Changing values: toward education (illiteracy),
the impact of television, the effect of both parents working.

Growth of occupations in the service sector.

People are recognizing that work and family life affect each other.

Increase in proportion of the population over 65.

Employment and family activities may share the same space.

SUPPLEMENT 5

Employer Supports and Benefits Survey

DIRECTIONS: Contact the personnel manager or employer of a business. Ask if they have time to answer some questions regarding the types of benefits they offer to their employees.

List any benefit provided to employees related to the following:

Insurance:

Paid Vacation:

Sick Leave:

Parental Leave:

Holidays:

Flexible Work Hours and Schedules:

Job Sharing:

Child Care Options:

Elder Care Options:

Employee Assistance Programs:

Savings and Retirement Options:

Is there any other form of assistance to employees in helping them balance their work and home life? If so, please describe briefly.

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 191). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

Attitude Inventory—Home and Work Role Expectations

DIRECTIONS: Put a check mark (✓) in the column that best describes how you feel.

		Agree	Disagree	No Opinion
1.	Mothers with preschool children should not work outside the home.	____	____	____
2.	The husband should take care of house repairs and yardwork.	____	____	____
3.	The husband should not have to change a baby's diapers.	____	____	____
4.	The wife should plan the family's social life.	____	____	____
5.	The wife should do all the family shopping.	____	____	____
6.	Talented wives should be allowed a career.	____	____	____
7.	The husband should be the one to decide how to celebrate holidays.	____	____	____
8.	The husband should be involved in the religious life of the family.	____	____	____
9.	The wife should share in decision making.	____	____	____
10.	The mother should receive custody of the children when a couple is divorced.	____	____	____
11.	If a working couple buys a house, the husband should make the payments.	____	____	____
12.	Women who work are entitled to use sick leave for maternity leave.	____	____	____
13.	Women are less responsible than men.	____	____	____
14.	Men should be "masculine" and women should be "feminine."	____	____	____
15.	Wives should make less money at their jobs than their husbands.	____	____	____
16.	Women should not hold jobs on the night shift.	____	____	____
17.	Women are capable administrators.	____	____	____
18.	A wife and husband should take turns staying home with a sick child.	____	____	____
19.	Men are not as capable as women at taking care of an infant.	____	____	____
20.	Important decisions should be made by men rather than by women.	____	____	____
21.	Women operate best behind the scenes.	____	____	____
22.	Men make decisions based on sound logic more often than women.	____	____	____
23.	Women as well as men should be prepared to support their families financially.	____	____	____
24.	Women care more about the feelings of others than men do.	____	____	____
25.	All jobs should be open to both men and women.	____	____	____
26.	Most women who work do so to keep from getting bored at home.	____	____	____

27.	Women cost their companies more than men because of a higher turnover and absenteeism rate.	____	____	____
28.	Men should expect to bear the major responsibility for supporting a wife and family.	____	____	____
29.	Standards for promotion and hiring should be the same for men and women.	____	____	____
30.	A wife's career is not as important to the family as her husband's.	____	____	____
31.	Usually women work only for spending money, while men work to support their families.	____	____	____
32.	Men and women should share equally the responsibility of rearing children.	____	____	____
33.	Women make better authority figures than men.	____	____	____
34.	People typically prefer to work for a male rather than for a female.	____	____	____
35.	When under stress, women are naturally more emotional than men.	____	____	____
36.	Men and women should be paid the same for equivalent work.	____	____	____
37.	The time and money spent on training women for high level jobs are largely wasted.	____	____	____
38.	As head of the household, the father should have final authority over the children.	____	____	____
39.	A woman who refuses to give up her job to move with her husband would be to blame if the marriage broke up.	____	____	____
40.	Women are basically more unpredictable than men.	____	____	____
41.	A woman doesn't have to learn how to be a mother—she has an instinct for it.	____	____	____
42.	Fathers should be able to use sick leave for paternity leave.	____	____	____
43.	The wife should handle the family's finances.	____	____	____
44.	Men should not cry.	____	____	____
45.	Boys are more intelligent than girls.	____	____	____
46.	Working wives should also be responsible for their housework.	____	____	____
47.	Men have fewer original ideas than women.	____	____	____
48.	A working woman who sends her six-week-old baby to a day care center is a bad mother.	____	____	____
49.	Men and women should be paid the same for the same work, regardless of whether or not they have a family to support.	____	____	____
50.	An individual's level of sharing in household duties should be influenced by that person's sex.	____	____	____

1. What *three* role expectations appear frequently? (For example, did you strongly agree that men should help with the housework?)

2. State *three* factors which have significantly influenced the above expectations. (For example, observing your father help with housework may have influenced you to accept this role for males.)

Source: Brands, M. F. (Ed.). (1987). *You and your resources: Managing for a lifetime.* Brookings: South Dakota State University, Home Economics Education Department.

SUPPLEMENT 7

Tasks and Who Performs Them

DIRECTIONS: As an individual or as a group, decide who typically performs each task listed under each area of responsibility. Write an X in the column under husband, wife, child, or other. If done in a group, response would be the person mentioned most often by the group.

FOOD	HUSBAND/MAN	WIFE/WOMAN	CHILD	OTHER
Buy groceries Plan meals Prepare meals Set-up/clean-up meals				
CLOTHES				
Wash Dry Fold Iron Put clothes away Shop for new clothes Mend Take to dry cleaners				
LAWN OR OUTDOORS				
Mow lawn Shovel snow Fertilize lawn Weed lawn Care for garden, flowers, shrubs				
HOUSE				
Vacuum Dust Take out garbage Make beds/pick up rooms Clean bathroom Clean kitchen Pick-up newspapers, and so on, daily Deal with service people Repair/service or arrange for repairs/service				

CAR	HUSBAND/MAN	WIFE/WOMAN	CHILD	OTHER
Wash Fill with gasoline Arrange for or do repairs Arrange for or do maintenance Clean inside				
MONEY				
Pay bills Balance check book Budget money				
CHILD CARE				
Arrange for care (babysitter or day care) Drive child to and from outside activities (school, day care, sports, doctor's appointments, etc.) Attend meeting and conferences at school, day care, etc. Stay home with sick child Help with homework Support activities (attend sports events, presentations, etc.) Play or spend time with child Physical care (diapers, baths, meals, etc.)				

Adapted from Iowa Department of Education. (1988). *Balancing work and family* (pp. 265, 267, 269). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 8

My Roles Throughout the Life Cycle

18	25	35	45	55	65	75+

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 25). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 9

Work and Family Inventory

Indicate how important you consider each item in affecting the balance of work and family.

Family Influences on Work Life	Very Important	Little Importance	No Importance
1. type of family (dual-career, single parent, etc.)			
2. the decision to have children (if and when)			
3. number, spacing, and ages of children			
4. parental responsibilities			
5. child care availability			
6. stage of family life cycle			
7. support of other family members			
8. spouse's attitude			
9. satisfaction within the home/family			
10. critical family events (death, divorce, etc.)			
Work Influences on Family Life			
1. job demands and expectations			
2. income level			
3. work schedule (night shift, flextime, etc.)			
4. work-related stress			
5. company benefits (insurance, parental leave, etc.)			
6. special job requirements (like travel)			
7. unemployment			
8. career choice or commitment (responsibilities)			
9. degree of career commitment			

SUPPLEMENT 10

Ways Work and Family Affect Each Other

DIRECTIONS: Various ways work and family affect each other are listed below. Choose one or more of the statements and indicate if it is a work factor that affects family or a family factor that affects work.

Finding quality child care

Having time for self or to be with other family members

Managing household tasks

Salary too low, benefits not enough

Number of hours worked per day/week

Disagreement with supervisor

Travel out of town

Disagreement with family member(s)

Divorce or separation

Death of a family member

Low partner support

New personal relationship

Poor health of family member(s) or self

Physical demands of work (toxic chemicals, strenuous tasks)

Caring for aging parents

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 71). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 11

Work and Family Game

Demands	Influence on Family
work hours	time spent with spouse
schedule	time spent with children
overtime	time spent with friends
travel	scheduling family activities
relocation	amount of energy
physical conditions	amount of stress
psychological conditions	leisure time
layoff	relationship with spouse
	relationship with children
	economic status
	day care options
	elder care options
	adjustment to surroundings
	time spent on household tasks

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 189). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 12

Individual Stress Producers

WORK COMPONENTS

____ The nature of your job

____ Relationships at work

____ Dissatisfaction with a job

____ Change of job duties or responsibilities

____ Professional organization responsibilities

____ Career development/concerns about future

____ Travel/commuting

____ Other:

SELF COMPONENTS

____ Leisure needs, desires

____ Personal development goals

____ Education/training demands

____ Recreation needs/desires

____ Your own attitude

____ Other:

FAMILY COMPONENTS

____ Effects of partner's career on you

____ Your responsibilities as spouse/partner

____ Parent responsibilities/concerns

____ Kinship/family responsibilities

____ Maintaining home responsibilities

____ Financial obligations

____ Support for home/child care

____ Other:

SOCIAL AND COMMUNITY COMPONENTS

____ Relationship building/maintenance

____ Entertaining

____ Social obligations

____ Community organizations

____ Schools

____ Political

____ Religious

____ Charity

____ Other:

Adapted and/or reprinted with permission of the Minnesota Vocational Education Work and Family Institute, 1820 North Xenium Lane, Plymouth MN 55441. p. 240.

SUPPLEMENT 13

Six Ways To Overcome the Superwoman Myth

1. **Accept** the fact that we can't have it all/we can't do it all.

2. **Get help**—delegate. Ask who else could do this, can I buy some help, can I choose not to do it at all?

3. **Choose** to use the life-saving word "No."

4. **Rebuild** your support systems (pay attention to "used to . . . " and "I miss . . .").

5. **Teach**: Be a role model of balance to sons as well as daughters.

6. **Call time-out**: Take time to play.

SUPPLEMENT 14

Lifestyle Check-Up

Read each item. Decide if you do this almost always, sometimes, or almost never. Write an "X" in the column that describes you best.

	Almost Always	Sometimes	Almost Never
1. I balance my activities among self, family, and work/school.			
2. I take time every day to relax.			
3. I participate in some kind of aerobic exercise at least 3 times a week.			
4. I take time for hobbies and interests.			
5. I eat my meals regularly throughout the day.			
6. I consume little sugar.			
7. I consume little sodium.			
8. I consume little fat.			
9. I consume little caffeine.			
10. I stay within 10 pounds of the recommended weight for my age, height, and sex.			
11. I have someone I can talk to about my problems.			
12. I accept things I cannot change.			
13. I get 7 or 8 hours of sleep each night.			

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 163). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

My Employability Quotient

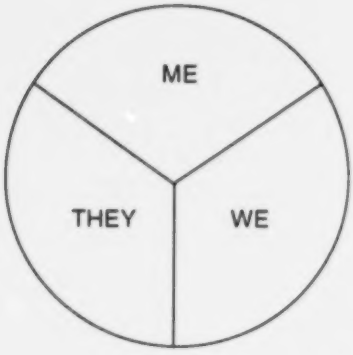
The qualities listed are identified as most important by employers. Place a check (✓) in the column that best describes you.

I am . . .		Agree	Disagree
1.	cooperative	_____	_____
2.	loyal and dedicated	_____	_____
3.	honest and conscientious	_____	_____
4.	responsible, dependable, and reliable	_____	_____
5.	enthusiastic	_____	_____
6.	initiative and independent	_____	_____
7.	able to understand and follow directions	_____	_____
8.	ambitious	_____	_____
9.	adaptable and resourceful	_____	_____
10.	able to accept criticism	_____	_____
11.	considerate and courteous	_____	_____
12.	accurate and concerned about quality	_____	_____
13.	pleasant, cheerful, and friendly	_____	_____
14.	patient and tolerant	_____	_____
15.	neat in appearance and manner	_____	_____
16.	poised and tactful	_____	_____
17.	efficient and productive	_____	_____
18.	punctual and arrive to work every day on time	_____	_____

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 147). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 16

Analyzing My Work-Family Balance

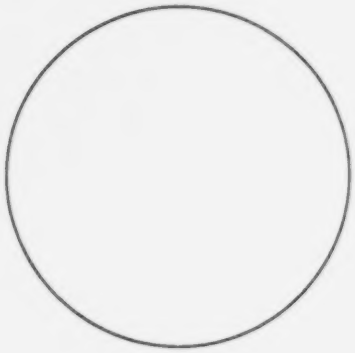


"ME"—Personal

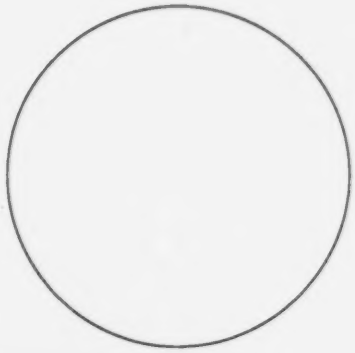
"WE"—Family and Close Relationships

"THEY"—Work (or outside activities)

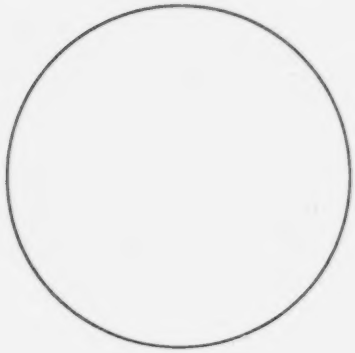
Draw yours:



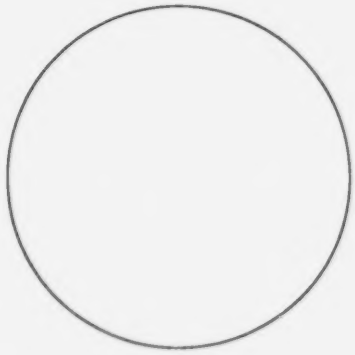
Most of the time



The most out of balance I am likely to be
How often? _____



How _____ (spouse, boss, etc.) wants it to be



How I want it to be

Adapted and/or reprinted with permission of the Minnesota Vocational Education Work and Family Institute, 1820 North Xenium Lane, Plymouth MN 55441. p. 175.

SUPPLEMENT 17

Analyzing Priorities

Rank the following from 1 to 5. 1 is not important . . . and 5 is extremely important.

	How important Is this Area to Me	What Amount of Attention or Time Is Devoted to this Area	How Successful or Satisfied Do I Feel in this
1. Your employment: career, job worries, work done at home, deadlines met . . .	_____	_____	_____
2. Your partner: time with, think about, talk to . . .	_____	_____	_____
3. Your children: care giving duties, help with homework, spend time with, read to . . .	_____	_____	_____
4. Yourself: maintain your hobbies and interests. Reading, friendships . . .	_____	_____	_____
5. The house: housework, maintenance . . .	_____	_____	_____

Look at your rankings and consider:

Are you devoting time and attention to an area that is relatively unimportant to you?

Are you failing to succeed in an important life area or role?

Are you getting little success out of a little effort?

Adapted and/or reprinted with permission of the Minnesota Vocational Education Work and Family Institute, 1820 North Xenium Lane, Plymouth MN 55441. p. 351.

SUPPLEMENT 18

Getting a Handle on Stress and Distress

Personalize this sheet. Check yourself in each area. What are you currently doing, how might you implement the suggestions?

1. Work off stress.

2. Talk out your worries.

3. Learn to accept what you cannot change.

4. Avoid self-medication.

5. Get enough sleep.

6. Balance work and recreation.

7. Do something for others.

8. Take one thing at a time.

9. Give in once in awhile.

10. Make yourself available.

SUPPLEMENT 19

Improving My Situation

Using information from Supplements 12, 17, and 18, choose two items you indicated were stressful or in need of improvement. Identify some ways you might handle or improve the situation.

Item	*Plan To Improve or Change*

Item	*Plan To Improve or Change*

SUPPLEMENT 20

Spillover

Spillover can be positive or negative. Positive spillover is a spread of satisfaction from work to family or family to work. Negative spillover is a spread of dissatisfaction from work to family or family to work. List examples for each of the statements below.

Positive spillover from family to work

Negative spillover from family to work

Positive spillover from work to family

Negative spillover from work to family

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 299). Des Moines,: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 21

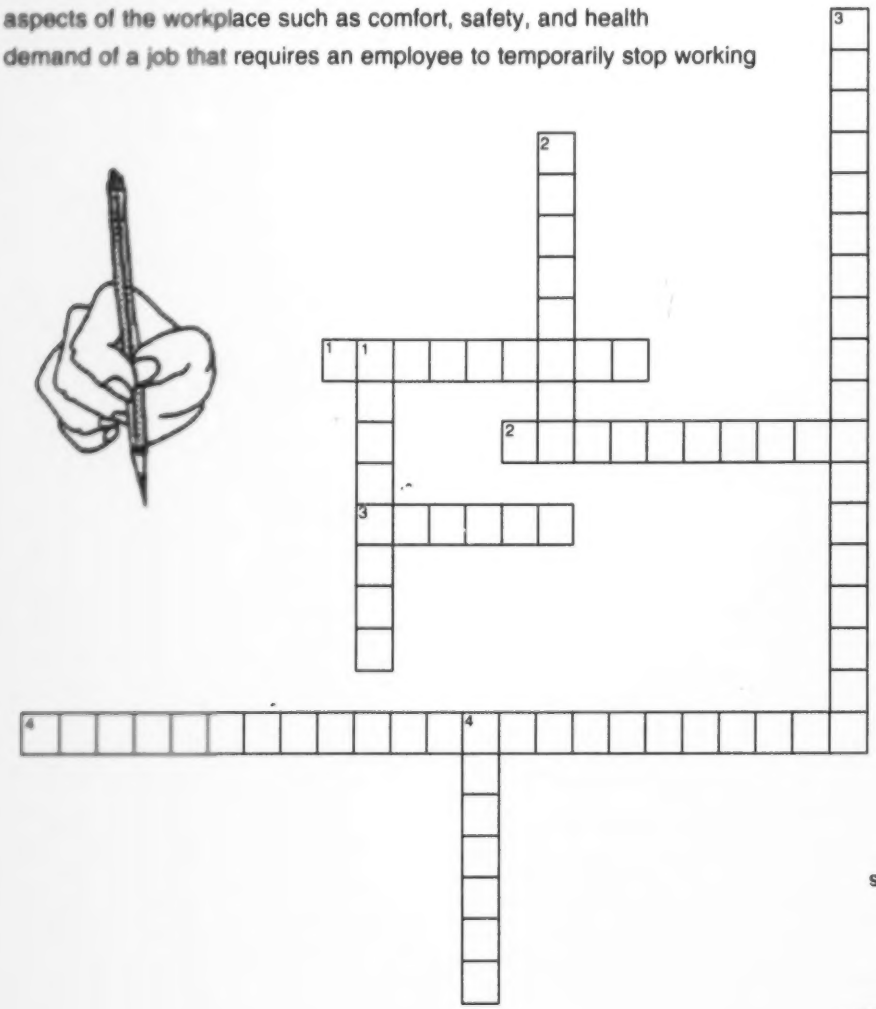
Work Demands Crossword Puzzle

ACROSS

1. actual amount of time spent at work
2. expectation of a job requiring the employee to move if necessary
3. expectation of a job requiring the employee to be out of town
4. the emotional atmosphere of a workplace

DOWN

1. hours spent working above the normal required amount
2. the time of day or days of the week a person works
3. the aspects of the workplace such as comfort, safety, and health
4. the demand of a job that requires an employee to temporarily stop working



Answers to crossword puzzle

ACROSS
1. work hours
2. relocation
3. travel
4. psychological conditions

DOWN
1. overtime
2. schedule
3. physical conditions
4. layoff

Source: Iowa Department of Education. (1988). Balancing work and family (pp. 185, 187). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 22

Case Study

Single-Parent Family with a Young Child

The Ramirez Family

Yolanda has a daughter, Nan, who is 3 years old. Yolanda works full-time and has responsibility for all household and child care tasks.

Yolanda believes that the best person to care for a child is the child's parent. She has to leave Nan with a day care provider while she works, but does not leave her any other time during the week.

Lately, Yolanda has been getting cross with Nan and does not have the patience to let Nan learn new tasks such as dressing herself. Nan seems to take forever putting on her coat.

Yolanda wants to be more calm with Nan. She feels depressed a lot. What changes could Yolanda make?

The following are some strategies she could consider:

1. adjusting expectations
2. using outside help
3. redefining roles of family members

Decide which strategies would work in this situation. List possible solutions.

Role play a discussion between Yolanda and her friend, Sue, as Yolanda considers these strategies and makes a decision.

Source: Iowa Department of Education (1988). *Balancing work and family* (p. 118). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 23

Case Study

Two-Parent Family with an Older Child

The Kroger Family

Lee and Roberta have a daughter, Holly, who is 15 years old. Both adults are employed full-time outside the home.

Holly is involved in school activities such as band, track, and two clubs. She would like to find a part-time job to earn extra money.

Tasks related to the car are Lee's responsibility. He knows how to do the routine maintenance. Lee has been so busy with extra hours at work that he has not had time to take care of the car properly.

Roberta takes care of the lawn, laundry, and cooks the meals. Everyone likes home-cooked meals so she spends the weekend cooking and freezing meals.

The entire family cleans the house on the weekends, choosing the day everyone is at home.

Roberta is frustrated because she spends all weekend doing some type of cooking or cleaning task. All family members want to change how responsibilities are handled. They all want different results.

The following are strategies the Krogers are considering:

1. adjusting expectations
2. using outside help
3. redefining roles of family members

Decide which strategies would work. List possible solutions.

Role play a discussion among Lee, Roberta, and Holly as they consider these strategies and make a decision.

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 121). Des Moines. Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 24

Life Events

DIRECTIONS: These 15 life events are related to work and family life. Which events do you perceive to be most stressful and which least stressful? Circle the number that best describes your perceptions. A 5 means the event is most stressful and a 1 means the event is least stressful.

Life Event		Most				Least
1.	marriage	5	4	3	2	1
2.	personal illness or injury	5	4	3	2	1
3.	being fired	5	4	3	2	1
4.	moving	5	4	3	2	1
5.	changing jobs	5	4	3	2	1
6.	pregnancy	5	4	3	2	1
7.	vacation	5	4	3	2	1
8.	death of spouse	5	4	3	2	1
9.	trouble with boss	5	4	3	2	1
10.	divorce	5	4	3	2	1
11.	death of family member	5	4	3	2	1
12.	changing responsibilities at work	5	4	3	2	1
13.	spouse begins or stops work	5	4	3	2	1
14.	family member's illness or injury	5	4	3	2	1
15.	outstanding personal achievement	5	4	3	2	1

Source: Iowa Department of Education. (1988). *Balancing work and family* (p. 151). Des Moines: Department of Education, Bureau of Technical and Vocational Education.

SUPPLEMENT 25

Some Survival Tips on Balancing Home, Family, and Work

Control Your Thoughts.

- Remember that people are more important than things. Think more about the wonderful and positive things children do and less about the obnoxious and negative things.
- Accept spouse's standard of housekeeping.
- Rethink all shoulds and oughts.
- Let go—you don't have to do everything yourself.
- Never worry about dust bunnies under the beds.
- Affirm yourself.
- Set personal and family goals.
- Be where you are—at work think about work, and at home think about home.

Control Household Tasks.

- Recruit all family members to do household chores.
- Make sure everyone's responsibilities are assigned.
- Let children assume responsibility.
- Delegate.
- Remember that others will not do tasks exactly as you would do them—getting help means surrendering some control.
- Consider hiring a part-time housekeeper.
- Get so organized that you can find a postage stamp in 30 seconds.
- Get a long telephone cord.

Control Your Role.

- You can't do it all, so do fewer things more effectively.
- Do not be a constant caregiver.
- Evaluate your priorities.
- Look for places to curtail or eliminate your involvement.
- Distinguish between reasonable and unreasonable demands.
- Say "no" to the latter.

Control Your Sense of Well-Being.

- Laugh.
- Talk.
- Say what you need.
- Learn and practice active listening.
- Fight only the battles that are really worth winning.
- Seek out a supportive mentor, telephone buddy, or social support system.
- Spend more time with yourself.
- Make a commitment to maintain your health.
- No matter what, never forget you are special!

Source: Stater, F. K. (1989, September). New skills for old hands. *Vocational Education Journal, 64*(6), 3.

SUPPLEMENT 26

Tips To Relieve or Reduce Stress

1. Pinpoint your specific stressor.
2. If possible, plan for the changes in your life. Life is more predictable than we are willing to recognize and accept.
3. Establish relationships with people with whom you can talk.
4. If you have something stressful happening at work, try to cut down on involvement in stressful situations outside of work.
5. Seek some aloneness for yourself.
6. After a disappointing setback, take stock of your achievements.
7. Get rid of hostility.
8. Getting enough rest (7-8 hours a night) and eating well-balanced meals gives you strength to manage.
9. Exercise.
10. Delegate a task . . . It may not be done your way, but that's okay.
11. Smile at people as often as you can and express appreciation.
12. Use humor.
13. Instead of a coffee break, take a relaxation break. Change the scene.
14. Recite a prayer from your religious tradition.
15. Try to vacation one week three times a year instead of three weeks once a year.
16. Drive with your jaw relaxed, tongue in the center of your mouth, spine against the back of the seat. Relax your grip on the steering wheel.
17. "Don't sweat the small stuff."

SUPPLEMENT 27

Techniques for Reducing Stress at the Workplace

Techniques for reducing stress at the workplace include the following:

1. Think positively. Try not to jump to conclusions, or dwell on "should haves." Talk out upsetting things.

2. Avoid "perfectionism." People with unrealistically high standards put too much time and effort into tasks. Women especially are prone to perfectionism–both at home and work.

3. Learn how to delegate.

4. Talk to other people. Discuss concerns with coworkers in an attempt to solve problems.

5. Laugh more.

6. Develop some decompression tactics. Learn to mentally shift gears between work and home (take a walk, shower, etc.).

7. Recognize and treat symptoms of stress. Stress starts in the mind and moves very quickly to the body. Muscles tighten. Head aches. Jitters develop. Three stress relievers are as follow:

    - Concentrate on deep breathing (oxygenates blood).
    - Go for a walk (reduces tension).
    - Get a glimpse of nature (brings on feelings of hope, serenity, and openness).

SUPPLEMENT 28

My Personal Plan

Describe a situation you would like to analyze and for which you might develop a strategy. Analyze your family activities, set goals, and develop a plan of action and evaluation.

Describe:

What is the situation?

What is your strategy plan for? (time, money, health, leisure)

What are your goals?

What is your plan of action?

What is your evaluation plan?

Short-Term Goals and Long-Term Goals

Short-Term Goals

There are many types of short-term goals. Getting home from work safely can be a short-term goal. The types of short-term goals that this exercise will be concentrating on are short-term goals that will help you to make your work and family lives more compatible.

In the space below, list the goals you have:

For the next day:

For the next week:

For the next month:

For the next year:

On a seperate sheet, write some of the ways you can achieve these goals.

Long-Term Goals

In column a, list the long-term goals you have for yourself.
In column b, list the long-term goals you have for your job.
In column c, list the long-term goals you have for your family.

A — SELF	B — JOB	C — FAMILY

On a seperate sheet, list some ways you can meet these goals.

53

SUPPLEMENT 30

Dealing with Financial Stress and Preparing a Family Budget

I. Signs of financial stress.

A. Family disagreements and arguments about money.

B. Lack of communication about family spending.

C. Debts that exceed income.

D. Late payments on bills, rent, mortgage, and so on.

E. Excessive worry over financial situation.

II. How to deal with financial stress.

A. Discuss finances and spending with family.

1. Have a weekly meeting.

2. Keep written records of all spending.

B. Keep payments as frequent and complete as possible.

1. Let creditor know that you intend to pay in full.

2. Try to make arrangements with creditors for a payment plan that is satisfactory to all involved.

3. Seek help from a financial counselor.

C. Prepare a family budget and work within it. Use "Preparing a Budget."

Preparing a Budget

1. What is the gross monthly income of your family?

2. How many family members are supported by this income?

3. What is your monthly cost for housing? (rent, mortgage)

4. On average, how much does your family spend on food per month?

5. On average, how much does your family spend on necessary household items per month?

6. What is the total of the minimum monthly payments to your creditors (include credit cards, loan payments, car payments, etc.)?

7. Do you pay more than the minimum payments on these debts?

8. How much, per month, do you pay for auto expenses (including gas, insurance, maintenance)?

9. On average, what is the total of your monthly utility expenses (including electricity, gas, telephone, water, cable television, etc.)?

10. How much, if any, of your monthly income goes toward the cost of education for yourself and/or other members of your family?

11. How much of your monthly income goes toward insurance?

12. How much of your monthly income goes toward medical expenses?

13. How much of your monthly income goes toward child care expenses?

14. List all of your monthly expenses that have not yet been mentioned.

SUPPLEMENT 31

Tips To Lighten up a Schedule

Discuss ways to lighten up a schedule.

- Get up 15 minutes earlier each day.

- Keep your home and workspace organized to suit **your** needs.

- Prepare for your day the night before (e.g., lay out clothes, prepare lunch).

- Delegate duties at work and home when appropriate and possible.

- Carpool to work or school. Use the time you save by not driving to read, catch up on work, etc.

List some ways you can lighten your schedule.

SUPPLEMENT 32

Running a Smooth Household

Analyze your schedule. What do you actually do in one day? Using the times given, list everything you do in one day, from the time you wake up until the time you go to sleep. Be as specific as possible.

12:00-1:00 a.m.

1:00-2:00 a.m.

2:00-3:00 a.m.

3:00-4:00 a.m.

4:00-5:00 a.m.

5:00-6:00 a.m.

6:00-7:00 a.m

7:00-8:00 a.m.

8:00-9:00 a.m.

9:00-10:00 a.m.

10:00-11:00 a.m.

11:00 a.m.-12:00 p.m.

12:00-1:00 p.m.

1:00-2:00 p.m.

2:00-3:00 p.m.

3:00-4:00 p.m.

4:00-5:00 p.m.

5:00-6:00 p.m.

6:00-7:00 p.m.

7:00-8:00 p.m.

8:00-9:00 p.m.

9:00-10:00 p.m.

10:00-11:00 p.m.

11:00 p.m.-12:00 a.m.

On a seperate sheet, list the things you would like to change about your schedule.

57

SUPPLEMENT 33

Achieving Efficiency

In the Kitchen:

A. Organize cupboards—Place the things you use most in the most convenient location.

B. Shopping

1. Go to the store late at night or another time when it is less likely to be busy.
2. Clip coupons and watch for sales; do this at a set time every week or month.
3. Make a list before you go and stick to it.
4. Plan meals in advance so you know exactly what to buy.

C. Try to have meals at the same time every day so your family will be able to make plans around them.

In the Rest of the Home:

A. Watch less television—This will save electricity and will allow more time for other things.

B. Clean up as you go—This will help you to avoid having to clean a larger mess later.

C. Have enough laundry baskets to sort your clothes as they are soiled.

D. Assign household duties to each member of the family. Rotate the schedule periodically, if desired.

E. Have a set place for things such as incoming and outgoing mail, car keys, messages, etc.

F. Buy groceries and household items in bulk—This is not only money-saving, but you will be less likely to run out.

List other methods of achieving household efficiency.

BIBLIOGRAPHY

Aburdens, P., & Naisbitt, J. (1992). *Megatrends for women.* New York, NY: Villard.

Bean, D. T. (1989, Autumn). Work and the family environment. *Canadian Business Review, 16*(3), 34-36.

Brands, M. F. (Ed.). (1987). *You and your resources: Managing for a life time.* Brookings: South Dakota State University, Home Economics Education Department.

Burge, P. (1989, September). Preparing for the personal side of work. *Vocational Education Journal, 64*(6), 32-33.

Chamberlain, V. M. (1992). *Creative home economics instruction* (3rd ed.). Peoria, IL: Glencoe.

Cherry, F. J. (1984). *Working with single-parent families.* Ithaca, NY: Cornell University.

Couch, S. (1989, September). Career and family: The modern worker's balancing act. *Vocational Education Journal, 64*(6), 24-27.

Daggett, W., & Stevens, J. (1989, September). Work, family, and school reform. *Vocational Education Journal, 64*(6), 40-41.

Felstehausen, G., & Schultz, J. B. (Eds.). (1991). *Work and family: Educational implications* (Yearbook Vol. XI). Peoria, IL: Glencoe Division, Macmillan/McGraw-Hill.

How does work affect the family? (1989). San Diego, CA: Greenhouse Press.

Hennepin Technical College. (1989). *Balancing work and family: Human development supplement.* Plymouth: Minnesota Vccational Education Work and Family Institute.

Iowa Department of Education. (1988). *Balancing work and family.* Des Moines: Department of Education, Bureau of Technical and Vocational Education.

Jorgensen, S., & Henderson, G. (1990). *Dimensions of family life.* Cincinnati, OH: South-Western.

Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons.* Andover, MA: Network, Inc.

Keating, K. (1982, February). How is work affecting American families? *Better Homes and Gardens, 60*(2), 19, 21-23, 28-29, 31-32, 36.

Kerka, S. (1993). Balancing work and family life (*ERIC Digest No. 110*). Columbus, OH: Center on Education and Training for Employment.

Kister, J. (1985, May). Work focuses fit in Home Economics. *What's New in Home Economics, 18*(9), 7-8.

Lawhon, T. (1984, Winter). Work and stress in the home. *Journal of Home Economics, 76*(4), 2-5.

Lee, C. (1991, September). Balancing work and family. *Training, 28*(9), 23-28.

MacBride-King, J. (1989 Autumn). Balancing work and family responsibilities. *Canadian Business Review, 16*(3), 17-21.

McBride, B. A., & McBride, R. J. (1980, Jan./Feb.). Rethinking the role of fathers: Meeting their needs through support programs. *Illinois Teacher, 33*(3), 89-91, 93.

Minnesota Curriculum Services Center. (1986). *Balancing work and family.* (Vol. 1). White Bear Lake: Author.

Minnesota Vocational Education Work and Family Institute, 1820 North Xenium Lane, Plymouth MN 55441.

Morris, M. (1991, March). Women, work and family stress report. *McCalls,* pp. 71-76, 78, 147-149.

Ohio Department of Education. (1983). *What to do regarding coordinating work and the family.* Columbus: Instructional Materials Laboratory, Ohio State University.

Ohio Department of Education. (1989). *Family and career transitions resource guide.* Columbus: Instructional Materials Laboratory, Ohio State University.

Ohio Department of Education. (1993). *Resource management resource guide.* Columbus: Instructional Materials Laboratory, Ohio State University.

Portner, J. (1983, May). Dual-earner families. *J.C. Penney Forum* (Productivity: Families, Work, and the Economy issue), pp. 18-19.

Potter, J. M. (1989, Autumn). Family-related programs: Strategic issues. *Canadian Business Review, 16*(3), 27-30.

Shreve, A. (1987). *Remaking motherhood: How working mothers are shaping our children's future.* New York, NY: Ballantine.

Spitz-Taylor, H. (Ed.). (1982, April). *Interrelationships between work life and family life.* Urbana-Champaign: University of Illinois.

Stanley, P. (1989, September). The other half of the equation. *Vocational Education Journal, 64*(6), 31.

Stater, F. K. (1989, September). New skills for old hands. *Vocational Education Journal, 64*(6), 36-39.

Stryker, S. (1989, September). Ten critical choices for combining career and family. *Vocational Education Journal, 64*(6), 28-30.

Time management for working parents. (1991, January). *Work & Family Life, 5*(1), 4-5.

Tips and topics. (1980, Summer). In *Women and work: Roles and status* (Vol. XX, No. 4). Lubbock: Home Economics Curriculum Center, Texas Tech University.

Tips and topics. (1984, Summer). In *Management and the modern family* (Vol. XXII, No. 2). Lubbock: Home Economics Curriculum Center, Texas Tech University.

Tips and topics. (1985, Winter). In *Family and work: Part II* (Vol. XXVI, No. 2). Lubbock: Home Economics Curriculum Center, Texas Tech University.

White, R. (1989 Autumn). Changing needs of work and family: A union response. *Canadian Business Review, 16*(3), 31-33.

Balancing Work and Family – Notes

Balancing Work and Family – Notes

Balancing Work and Family – Notes

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

Printed by the Authority of the State of Illinois

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777-0001

Michael W. Skarr, *Chairperson, Illinois State Board of Education*
Joseph A. Spagnolo, *State Superintendent of Education*

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois - June 1994/500

Printed on Recycled Paper

BEST COPY AVAILABLE